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I hereby declare that the short synopsis **AN ANALYTICAL STUDY OF U.P. STATE UNIVERSITIES WITH REFERENCE TO TOTAL QUALITY MANAGEMENT** being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in Education under school of Education of U.P. Rajarshi Tandon Open University, Prayagraj during the academic year 2023

It is a bonafide record of original work carried out under the supervision of ***Dr. Girish Kumar Dwivedi*** and has not been submitted in full or part to any other university or institute for a degree or diploma. Further, it is certified that the short synopsis is plagiarism-free and the repot has been submitted.

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AN ANALYTICAL STUDY OF U.P. STATE UNIVERSITIES WITH REFERENCE TO TOTAL QUALITY MANAGEMENT

SHORT SYNOPSIS

Submitted In Partial Fulfillment of The Requirement of The Degree of
DOCTOR OF PHILOSOPHY IN EDUCATION
to
U.P. Rajarshi Tandon Open University, Prayagraj

by
Dr.Amarendra Kumar Yadav
Enrollment No.-2200901

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AN ANALYTICAL STUDY OF U.P. STATE UNIVERSITIES WITH REFERENCE TO TOTAL QUALITY MANAGEMENT

Introduction

Education has a significant role in society and both influences and is influenced by society as a whole. Since higher education eliminates the most productive age group, its quality will determine the country's destiny. There are numerous findings because education has been defined differently in different countries, communities, castes, and classes. A person's cognitive abilities, how ideas are presented, and how they are structured are all impacted by education. One significant indicator of human progress is said to be education. "A nation has the key to its future if it understands the purposes and inner logic of its own culture," according to Moehlman (1951). The key can be obtained through the wise application of education. There is no universally applicable, universally applicable educational solution. A check list or morphology covering philosophy, people, land, historical causes, and technology in relation to educational development must be used to study an educational system in its unique cultural pattern.There is currently no rigid formula that must be followed for this aim; instead, a variety of instructional resources have been employed. One of the most important components in equipping people with information and skills and enabling them to attain future productive work is education. For a country to advance steadily, high-quality education is vital. Therefore, worldwide concerns about the quality of education at every level are grave (Hanushek &Woesmann, 2007; Vegas & Petrow, 2008). Education is a key foundation of human rights, democracy, sustainable development, and peace, according to the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) 1998 World Conference on Higher Education. Higher education has many different goals in a nation, ranging from preserving societal harmony to helping people change their lifestyles. A factory setting was the setting for the initial quality concepts. Soon, the application of statistical quality control and data was being researched in production settings. As a result, quality extended to industries like customer service, logistics, marketing, and service businesses in general. Over time, the ideas were modified to fit any type of business, whether it was manufacturing or providing services. Afterwards, the educational sector also adopted the concepts. The need for quality in the classroom is not a recent development. The use of quality principles has also been examined in relation to the quality of teaching, quality in the classroom, and quality in the teaching-learning process, as well as the close relationship between the quality of education and its influence on a society's quality of life. The Quality Movement offers a fresh perspective on quality and a novel research paradigm. Because the educational setting includes unique components, the new quality principles had to be modified for use there. These ideas eventually made it to the university. The existence of accreditation, rankings, awards, benchmarking, selection, and established procedures for quality improvement in universities, as well as the competitiveness and quality of higher education, are all recognized by universities. As the idea of excellence in higher education develops, stakeholders are being held to a higher standard of accountability. Higher education is therefore a tool for ensuring viability, accessibility, and flexibility in a human being's rapidly changing lifestyle. Nowadays, quality is, quite rightfully, a

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top concern and has practically become the main topic of discussion in the education debate. However, the novelty may have faded, but the necessity to know how to guarantee educational quality still exists. Whether or not excellence in education is truly understood is an intriguing subject. Therefore, even if a lot of us would think that we are all now involved in the quality movement, there is still a significant disconnect between the rhetoric and actual comprehension.

W. Edward Deming, the prominent exponent of Total Quality Management (TQM) who introduced the quality message to the Japanese after World War II, may have been involved in some of the projects that are now lauded as quality improvement.Total Quality Management (TQM) as a management approach conveys a global message through its emphasis on leadership, strategy, teamwork, rigorous analysis, and self-assessment. It has always been a long-term strategy, not a quick remedy. It is more important than ever in today's fast-changing environment. The knowledge revolution has resulted in rapid technological developments. It has altered our style of working and thinking, as well as our approach to learning.To cope with the information age, everyone requires a high level of education. Every youngster in the world is entitled to a high level of education. To accomplish this, every student and learner must receive a quality education. TQM in education conveys the notion that every child is valuable and deserves the best possible opportunity in life.Education in all of its forms is an important component for the development of human resources; higher education, in particular, contributes to people's quality of life through the country's economic development, and it has been recognized as a 'crucial factor for survival' in the National Policy on Education (NEP-2020). TQM implementation in an educational setting necessitates a thorough understanding of the principles and their application in specific ways that are appropriate for educational institution scenarios. As a result, further empirical testing is needed to establish a TQM approach that is best suited to the circumstances of higher education institutions. Higher education in developing countries is losing quality and social significance for a variety of reasons. Total quality management is one of the key aspects influencing higher education institutions' strategy for assuring quality and continual improvement.

Review of the Related Research

Literature Review is an overview of variety contribution in literature related with the TQM in higher education which includes the concept of quality, TQM in higher education, customer in higher education and principle to applying TQM in universities, function of higher education also Identify the principles for TQM and the core concept for this principles that will be used in this research.

TQM is a concept and set of tools that allows a company to methodically seek a definition of quality and a method for achieving it. TQM supports staff participation in issue resolution, the adoption of innovative tools and techniques for process improvement, and a relentless focus on reaching or exceeding customer expectations (Lembcke, 1994).

The efficiency and effectiveness of TQM have been demonstrated in the commercial world. TQM has altered Japan's economy, and other countries are adopting it as the global market becomes more competitive. During the 1980s, many American corporations turned to Total Quality Management

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(TQM) to maintain or recover a competitive market position. TQM is a philosophy that must be instilled in people's thoughts in order to produce a shift in attitude toward work life, which spreads satisfaction for oneself to others.A shift in mindset is a time-consuming process that includes training and encouraging the workforce; yet, strong leadership anticipates the full participation of human resources in the organization. TQM will only succeed if it is supported by Total Quality People (TQP). TQM without TQP can not operate since processes cannot function without people, hence it is fundamentally a people-focused management approach (Mukhopadhyay, 2001; Deming, 1982; Crosby, 1980; Caplan, 1990). TQM consists of three primary features:

1. Commit to continuous improvement.
2. Purposefully meet or exceed customer satisfaction.
3. Integrate all stakeholders through participatory management, teamwork, and top management commitment (Oakland, 1993; Saylor, 1996; Sallis, 2002).

Deming coined the term Total Quality based on his experience with it, which was first embraced by Americans and Japanese, and then by Europeans beginning in the 1980s. Today the term used by Americans to refer to Total Quality is "Total Quality Management" (TQM), while the Japanese use the name Total Quality Control (TQC) to denote the same concept. For other authors, quality is related to the satisfaction of the recipients or customers, or also called Total Quality Management (Carrasco, 2007).

TQM is both a philosophy and a set of guiding principles that are the foundation of a continuously improving organization. The four essential elements of all definitions of TQM are continuous process improvement, people orientation, quantitative methods, and customer focus. Total in this context means the involvement of everyone and everything in the organization in a continuous improvement effort. Quality is total customer satisfaction. The customer is everyone who is affected by the product and is defined in two ways: the customer as the ultimate user of the product known as the external customer, and the customer as the next process in the organization, known as the internal customer; TQM focuses on satisfying both. Management should be understood as the leadership of an organization that creates and maintains a TQM environment (Saylor, 1992). Managers are the leaders of this initiative.

To best understand TQM, it is of utmost importance to understand its elements i.e., soft factors and hard factors. The soft factors involve human-centric management concepts and principles such as leadership, employee empowerment, and culture, while factors relating to quality improvement tools and techniques are referred to as "hard" factors (Fotopoulos & Psomas, 2009).

Total Quality Management (TQM) in Higher Education

A global competition exists among universities to attract students to become part of their campuses. Central to that competition is improving the quality of education provided to the student "customers" while also considering the expectation of other stakeholders which include parents, employers, and society (Sagnak et al., 2017). Socio-economic demands and cultural transformation have pressured the educational system to become more responsible and accountable for producing quality graduates. In the same manner, increasing expectations from stakeholders have forced higher education to shift from a focus on quantitative expansion to prioritizing the quality of its

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services. Accreditation bodies in HEIs such as ABET evaluate colleges and universities on their academic quality. They examine colleges, universities, and programs for quality assurance and quality improvement. The accreditation process consists of professionalizing quality assurance, teaching-learning, quality research and innovation, reallocation of resources, development of several policy guidelines and their deployment, etc. (Singal et al., 2016). The accredited status of an institution is an indication that the institution meets the set standards based on curriculum, faculty, facilities, student success on the state licensing examination and job placement rate, etc. (Eaton, 2015).I. S. Chen, Chen, & Padro (2017) assert that there is a "triangle of coordination" in higher education that involves the state, the market, and the academic oligarchy. The state's interest is focused on the regulation of academic standards while the market's interest revolves around having a knowledge economy as well as capitalizing on knowledge resources for value creation. Similarly, academicians' interest is directed towards meeting the needs of students, society, and the well-being of the institution itself. This can be achieved by adopting and enhancing practices based on traditional academic domains, controlling cost, and continuous quality improvement initiatives (I. S. Chen et al., 2017).Currently, schools, particularly HEIs have immersed themselves in a market-oriented environment whereby "delighting customers' becomes the focus of their efforts as it is the main objective of Total Quality Management. Customers, as understood in this sense, covers both internal and external stakeholders (Sahney et al., 2004). In order to enhance the quality of service, an educational institution needs to know what constitutes quality. The proper understanding of such necessities would allow the HEIs to formulate strategies to tackle the prevalent issues through the application of TQM practices. However, people foresee quality variably, Owlia and Aspinwall (1997) specify that it is vital to find out the characteristics of quality to understand and correspondingly improve the quality. Thus, it is crucial to determine the characteristics of quality for the measurement of the education process (Garcia, 2015).According to Sallis (1993), when seen through the lens of TQM, in the field of education, learners are the output or products. Products must be scrutinized under the quality assurance process to facilitate the most appropriate supply and its source. Moreover, to produce quality products, there must be a standardized process that ensures that high-quality methods are being utilized to educate students in order to produce students who are well-educated and well versed in their subject. The quality assurance chain of a product begins with, the supply of raw materials. Applying this step in the quality process of HEIs implies that universities must conduct the initial selection of students. HEIs must set up mechanisms to filter students who are eligible for higher education through conducting examinations, interviews, etc. The next step in the quality chain is that universities must come up with a set of criteria and standards in hiring educators as well as ensure that those responsible for educating the students are adept in their professional fields. Proper training and professional development programs must be formulated for educators to ensure they are well-qualified to impart knowledge to the students because merely being educated does not guarantee good teaching. HEIs must focus on instilling teaching qualities in the new educators they recruit (Sallis, 1993). Finally, a competitive set of curriculums, teaching materials, facilities, and student services are considered as the necessary raw materials of HEI. Overall, TQM proponents assert that TQM must be implemented by HEIs to

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ensure that resources are used creatively and efficiently. It involves managing all factors of an organization namely: practice, process, methodologies, systems, and human assets (Todorut, 2013). This "total" quality management is considered necessary, as each factor has an equivalent cost to the organization and may lead to low organizational performance if not functioning properly. Ms. Rajni Bhalla (2012,) conducted the study entitled, "Study on Indian Higher Education: A TQM Perspective". She concluded that, globalization, infrastructure facilities, quality management and finance are the various challenges in the growth of higher education. The rate of Total Quality Management is become important to develop the higher education. TQM is greatly successful in manufacturing and health sector, but there is a still lack of application regarding on education sector. Most of the institutions around the world realize the importance of higher education. So, if Indian higher education desire to improve quality of education then it is necessary for them to take a look on TQM. Various innovations in this field are a proof that the educational institutions are now realizing the importance of higher education. Basavraj S. Nagoba, Sarita B. Mantri (2015), conducted the study entitled, "Role of Teachers in Quality Enhancement in Higher Education". They conclude that, education can be futile without vision and meaningless. The overall development of higher education will take place when teachers participation with vision to make education system more knowledgeable and upgraded. The support and sum of value in education system is an hour to make all probable attempts to be value-oriented education. Suzana Viasic, Smiljana Vale Danijela Krizman Puhar (2009) conducted study entitled, "Quality Management in Education". They suggested that, when the awareness of education as expansion and progress in every country. The recent situation of Croatian Education system and the quality of its components came into notice, so those who are attached and utilize with the services of education directly or indirectly recognize its importance positively. By developing creativity and democratic values, as well as by knowledge, abilities and skills needed for daily and professional life it can be achieved. Planning, monitoring, assuring and improvement these are the concepts of quality management were designed to achieve quality goals. In organization the efficient Total Quality Management can facilitate quickly challenge in world market. Concerning all members of the organization brings us nearer to total quality control (Total Quality Management, TQM). Total quality management realizes aim and job in education in this generation and continuous improvement in higher education.

Importance of the study

Total Quality management (TQM) considered as one of the most important tools in measuring the effectiveness of the universities work. Through using of a total quality management, the universities can produce a product - student- that performs according to its stated promises. Using of total quality management (TQM) to improve the quality of the outputs of the universities and design a new programs and requirements that feeding the marketplace with suitable workforce. Furthermore, the implementation of the total quality management principles provides a methodology to create the type of product- i.e., Student- that the workplace needed. Therefore, this study aims to measure to what extent higher education institutions of Uttar Pradeshhave applied the total quality management

principles, and how this implementation will affect the output of these universities to the workplace. The results of this study will help the interested people in higher education in understanding the ways to improve the performance of the universities.

Research Questions

RQ1: What is the application of total quality management in the state universities of Uttar Pradesh as perceived by faculty members, non teaching employees and students?

RQ2: What is the impact of Infrastructure, Faculty, Teaching Methodology, Library Facility, Information Technology, Administration, Team Building and Work Environment on the responses of faculty members, non-teaching employees, and students, to total quality management?

Statement of the Problem

After the literature review of available resources it was that the universities of the Uttar Pradesh are struggling with the quality issues. Due to the poorquality management of the higher educational institutions the education system of the nation is unable to fulfill the global needs. The nation is also struggling with infrastructure and other facilities. The quality of the teaching and learning methodology is also lagging.

Operational Definitions of the key terms / concepts

Quality: The ability of a product or service to meet or exceed customer requirements.

Quality management: An approach to achieving and sustaining high quality products and/or services by focusing on the continuous improvement of processes throughout all levels and functions of an organization in order to meet or exceed customer requirements

Total Quality Management (TQM): An approach to "continuous improvement that is focused on responding to customer needs, basing decisions on data, and allowing everyone to participate in the process"

Universities: A higher education institution with a specific organizational structure, systems, customs and traditions of academic Particular, and functions of teaching, research, community service, consisting of A group of colleges and departments of the specialized scientific nature. Offering programs of study in a variety of Different disciplines, and gives degrees to students.

Objectives of the Study

- To study the infrastructure facilities available with Deen Dayal Upadhyaya Gorakhpur University and Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj.

- To study the faculty status of Deen Dayal Upadhyaya Gorakhpur University and Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj.

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- To analyze the quality of support system extended to the teachers and students of Deen Dayal Upadhyaya Gorakhpur University and Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj.

- To study the administration practices in the university system of Deen Dayal Upadhyaya Gorakhpur University and Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj.

- To analyze the quality of education provided to the university students of Deen Dayal Upadhyaya Gorakhpur University and Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj.

Hypotheses

Based on the above objectives, the following hypotheses will be formulated for the study.
H01- The infrastructure facilities do not enhance the total quality of the universities.
H02- Faculty status of the university teachers has no impact on the total quality.
H03- Quality of support system extended to the teachers and students has no impact on the total quality
H04- Administration practices hasno impact on the total quality.
H0 5- Education provided by the universities do not enhance the quality of Education

Research Methodology

There are 34 state universities at Uttar Pradesh so the population size will be 34 and out of these universities 14 are technical, medical and agriculture universities. Therefore, only 20 Universities will be considered for better study results. The sample size of the study will be two state universities by convenient random sampling. The study is descriptive in nature examining TQM approach in DeenDayal Upadhyaya Gorakhpur University and Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj. It focuses on the perspectives of three key stakeholders in higher education: students, faculty, and non-teaching staff, using a self-administered questionnaire designed specifically for each of the respondents and semi-structured interviews. So the study includes both qualitative and quantitative research. Quantitative approaches work with data that is predominantly numerical. Self-administered questionnaires will be used to assess the character traits, feelings, beliefs, opinions, and personal backgrounds of educators, students, and administrative staff because they are reliable, understandable, valid, and provide consistent measures in comparable contexts and settings. The responses will be graded on a five-point Likert scale in three categories based on the questions. The scales will be as follows: Worst (score 1), Poor (score 2), Average (score 3), Good (score 4), Excellent (score 5); Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), Strongly Agree (5); Extremely Dissatisfactory (1), Dissatisfactory (2), Undecided (3), Satisfactory (4), Extremely Satisfactory (5). Semi-structured interviews are an example of qualitative approaches, which deal with data that is primarily verbal. The triangulation technique allows researchers to compare and contrast multiple perspectives from the target population, which improves validity and reliability in this scenario.Then, using the random sampling approach,

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teachers and students from one department in one school/faculty will be examined to assess academic, support, and administrative processes, among other things. Similarly, university administrative officials and non-teaching staff affiliated to the administrative department will be included in the sample using the random sampling approach, with 60 from each university. Both colleges will collect data using the same sampling strategies. The problem is analyzed using both primary and secondary data. Secondary data will be gathered from various sources, including the UGC annual report, census reports, reports from various Education Commissions, data from educational surveys conducted by the UGC and NCERT, statistics provided by university websites, publications, journals, newspaper articles, and so on.Study Infrastructure, Faculty, Teaching Methodology, Admission Process, Examination, Library Facility, Information Technology, Administration, Team Building, and Work Environment are all variables to consider.

Scope of the Study

The present study will be confined to the assessment of the extent to which the characteristics of TQM are present in the two State Universities of Uttar Pradesh, viz. Deen Dayal Upadhyaya Gorakhpur University and Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj by enhancing the infrastructure facilities available in both universities. They can enhance the infrastructure to achieve the better position and grading. The teaching and learning methodology can made a drastic change in the learning of the students. Smooth and prompt admission and examination system of both universities will provide the better opportunities in the future. The study will be helpful for the policy makers to decide and implement the better policies for the higher education.

Limitations of the study

The study will be delimited to two State Universities of Uttar Pradesh, Deen Dayal Upadhyaya Gorakhpur University and Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj. The study will be limited to one department from each School/ Faculty of the of the both Universities.The primary data will be collected from the students, faculty and non-teaching staffs of Deen Dayal Upadhyaya Gorakhpur University and Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj with the help of self-administered questionnaire and semi structured interview and there is possibility of biased responses which is inherent in sample surveys. However, conscious efforts will be made to cross check such contradictions at the source itself and minimize them to the extent possible. In the study only two select State Universities of Uttar Pradesh will be considered and possible efforts will be made to contact each and every Facultymembers, Students and Non-teaching staffs ofthe selected departments of the both universities.

Chapter Plan

Chapter 1 Introduction

This chapter will be started with some backgrounds about the work. It will continue by introducing research area, and continuously will explain the purpose of the thesis. Finally, it will describe delimitations and thesis structure.

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Chapter 2 Review of Literature

In this chapter, the theoretical frame of reference will be discussed. Defining some basic concepts such as Quality, Total Quality Management will cover the frame of this chapter. However, these notions should be clarified in the context of higher education, which is mainly in focus in this study. Therefore, providing a comprehensive understanding of all named concepts in the context of higher education will be the issues under discussion in this chapter as well as some other terms. In addition, after defining a specific TQM approach for analytical study of TQM will be discussed.

Chapter 3 Research Methodology

The start point of this chapter is about description of the research method. Then there will be some discussion about whether this investigation is qualitative or quantitative. This chapter will continue by some discussions about the reliability and validity of this work. Finally, data collection and information gathering of this work will be clarified.

Chapter 4 Total Quality Management in Higher Education

This chapter will start by an introduction to Total Quality Management in Higher Education, and it will continue by reviewing the quality system of the universitiesand the way they work will be discussed afterward. Then the result of investigation done by researchers will be described.

Chapter 5 Data Analysis and Interpretation

This chapter will begin by analyzing the result of investigation discussed in previous chapter. Accordingly, findings will be summarized, and problems found as a result of investigation will be clarified. In the next part of this chapter, recommendations and suggestions for improvement will be described.

Chapter 6 Summary of Findings and Recommendations

This chapter will be consisting of conclusion of the whole work. Hereby, the whole work will be reviewed precisely and the final conclusion will be described at the end.

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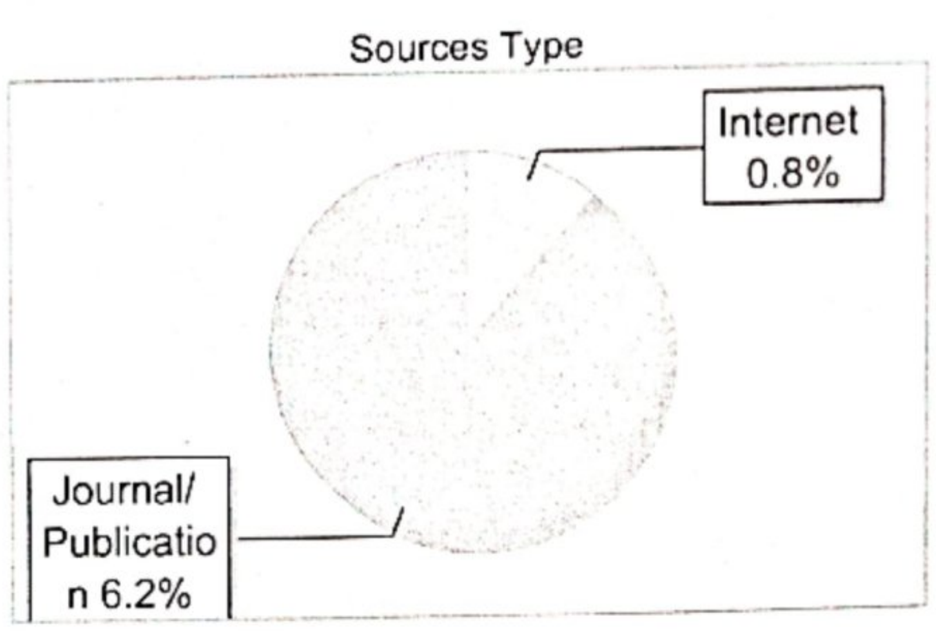

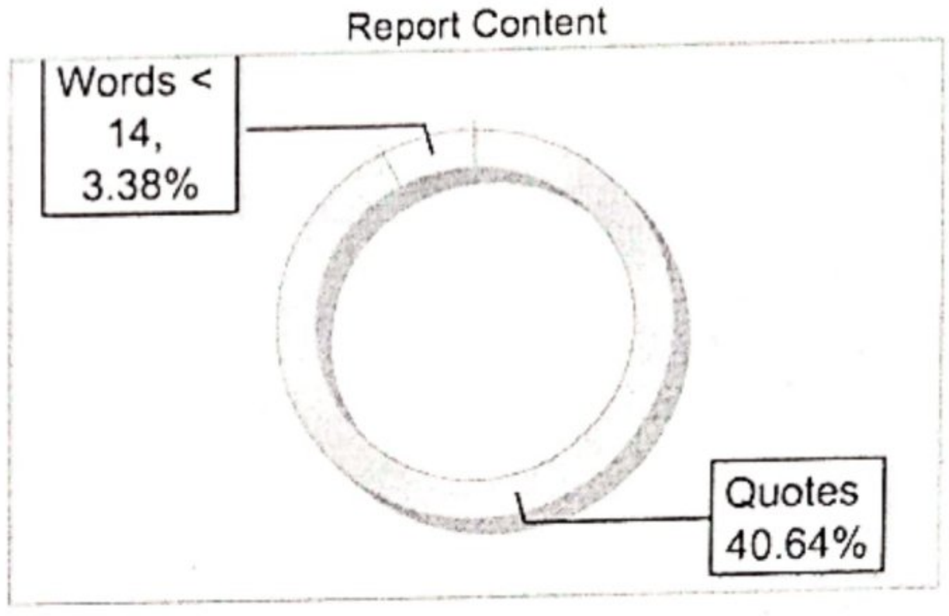

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